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ABSTRACT

The paper reviews the literature of the last 25 years to determine the accepted definitions of giftedness, underachievement, and gifted underachiever. The evolution of the concepts of giftedness and underachievement is recounted and various definitions are compared. The paper describes an attempt made to locate, by further review, useful instruments for the identification of gifted underachievers. Five objective instruments from the "Alphabetical Listing of Instruments" in the "National Report on Identification" are analyzed for their pertinent use; and J. Whitmore's "Checklist to Identify Gifted Underachievers" is included as useful in the identification of gifted underachievers by behavioral observation. It is concluded that researchers, in general, have been relatively non-productive in studying the identification of the gifted underachiever; consequently program planners are limited in the scope of their efforts. (Author/CL)

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The Gifted Underachiever: Definitions and Identification Strategies

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May, 1984

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ABSTRACT

The Gifted Underachiever:

Definitions and Identification Strategies

Helen A. Shoff

May, 1984

This is a review of the literature of the last two and one half decades to determine the accepted definitions of giftedness, underachievement, and gifted underachiever. Having determined appropriate definitions, an attempt is made to locate by further review, useful instruments for the identification of gifted underachievers. Five objective instruments from the "Alphabetical Listing of Instruments" in the National Report on Identification are analyzed for their pertinent use; and Whitmore's "Checklist to Identify Gifted Underachievers" is included as useful in the identification of gifted underachievers by behavioral observation. It is concluded that researchers, in general, have been relatively non-productive in studying the identification of the gifted underachiever; consequently program planners are limited in the scope of their efforts.

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INTRODUCTION

Every year thousands of children enter American schools with high motivation and great anticipation. National surveys estimate that at least three to five percent, and as many as ten percent of these children are considered gifted. Consequently, it would seem reasonable to expect this population of enthusiastic students to do very well in school.

However, we also know that many of the children who enter school each year experience frustration and boredom, and eventually come to regard school as dull and uninteresting. This is especially true of many of the children who begin their school careers ahead of most children intellectually and creatively. Even though they enter school ahead, it is not long before many gifted children modify their approach to school in the direction of the average; what might be considered a regression toward mediocrity. In addition, some of these disenchanted children drop out intellectually to the point where they are considered poor, dull, or below average students.

Often an alert educator will acknowledge that a child is not working up to potential, but unless that educator is aware of some potential exhibited earlier by the child, he has difficulty recognizing that a child is underachieving.

Underachievement amongst gifted children is a complex problem. Educational and psychological researchers have spent considerable time and energy studying why gifted and non-gifted children do not achieve at expected levels. Understanding the causes is only useful to the extent that it helps us find and nurture the underachiever to a point where he/she can be said to be manifesting potential. With all of the research into causality, underachievement still abounds.

In recent years, educational provisions for gifted students have steadily increased and improved, and concurrently, ways to identify those students have grown in number and value. However, for the most part, only gifted achievers are offered programs.

A wholesome approach to gifted education would include a studious look at whom we hope to serve. It is the intention of this paper to review the literature of the last two decades in regard to giftedness and underachievement, so that we may better understand the gifted underachiever. Furthermore, armed with some understanding, a further review of the literature pursues appropriate identification procedures to be incorporated in a complete plan.

GIFTEDNESS: SOME DEFINITIONS

Giftedness is a product of the interaction of native ability and life experiences, according to Ruth Strang (1960). If a child has native ability, his environment determines the uses he makes of his gifts and special talents. Every stage of life is important, for intelligence unfolds in response to experience; intelligence elaborates itself.

The writers of Guides to Special Education in North Dakota IX: the Gifted Child viewed the superior child in 1963 as one "having all the fundamental needs of childhood: comfort, affection, exercise, play, security, self respect, and the right to mature unhampered by fears, pressures, or exploitation" (p. 26). Certainly we would question excluding any child from being considered as gifted who was missing one of the "fundamental needs of childhood".

The Influence of Lewis Terman

Serious efforts at defining the concept of giftedness have ensued for many decades. Probably no change in the attitude of the American public has

been so great as that toward gifted children (Barbe and Renzulli, 1975). Renzulli and Barbe point out in their collaboration written in 1975, that for the first time in nearly a century, parents were saying that they hoped they would have a gifted child.

Terman was instrumental in this change of attitude. His longitudinal study of "genius" over a period of 50 years served to disprove the previously held notions about the eccentricity of giftedness.

Terman defined gifted early in the 20th century in terms of the mental tests administered by him while he did graduate work at Clark University and subsequently revised and standardized while working at Stanford University. By 1921, the most widely used tests were the Stanford Binet tests, and had been standardized by testing a thousand children whose IQs ranged from 60 to 145. He included students selected through the Stanford Binet tests, as well as those scoring high in tests administered previous to 1921. Ultimately, his subjects were those having IQ scores of 140 or higher. It was his intention to find out what beyond IQ characterized a gifted person: what traits characterize children of high IQ, and then, by following them into adulthood, what kinds of adults might these children become.

Certainly Terman's findings served to diminish the attitude still rampant early in this century that child prodigies were characterized by psychosis and abnormality, and further, that these children would burn themselves out quickly or develop postadolescent stupidity.

More importantly in terms of definition, he found that these subjects as children and adults were superior to the general population in all ways: physically, socially, emotionally, academically, and professionally.

Barbe and Renzulli (1975) firmly credit Lewis Terman for having started Americans on the path toward a new era; one in which "all children will be accepted for what they are and will be allowed to develop those innate abilities they possess without fear of ridicule from a society characterized by mediocrity" (p. 19).

Two Categories: Internal and External

Giftedness as described by Barbe and Renzulli is innate. The gifted one, it appears, possesses the power to enhance or hide the gifts, while the environment is powerful in its ability to encourage or stifle development.

David Lewis (1979), while encouraging parents to help their gifted children to realize their potential, also describes giftedness as inborn: "an inborn promise of brilliance". He places the burden of illumination upon the environment.

Surely, the definition of the concept of gifted is not a simple matter. Gallagher (1975) suggests that such a definition is linked to the culture, and reflects those dimensions valued by the culture. He discusses giftedness as existing in the same realm as excellence; and, as the values of the society change, the views toward the nature of excellence also undergo subtle change. Had the first IQ tests been devised in a hunting culture, states Arthur Jensen (1969), general intelligence might well have turned out to involve visual acuity and running speed rather than vocabulary and symbol manipulation.

Newland (1978) reminds us that social forces change, and when they do, so do "the nation's (or the world's) requirements for aviators, artists, attorneys, actors, advocates, athletes, and auto mechanics" (p. 34). Thus social need helps determine who is considered gifted and talented and how many are required.

A group of gifted students writing On Being Gifted (American Association of Gifted Children, 1978) clearly tell us that they believe "giftedness is a way of thinking, a style of thought and an attitude which may include a simple motivation to learn or to do" (p.22). These students readily admit that they have a little trouble dealing with the terms of the gifted and talented; and, they add, "who hasn't". These young writers were selected to attend a National Student Symposium on the Education of the Gifted and Talented in 1977. They write about how giftedness feels, affects their lives and their relationships with others:

> ....we are not normal and we know it; it can be fun sometimes, but not funny always. We tend to be much more sensitive than other people. Multiple meanings, innuendos, and self-consciousness plague us....(p. 38)

They additionally define themselves as intensely self critical, psychoanalytical and without the ability to recognize their own limitations. To these young people, giftedness is a state of being, whether or not society has identified it.

Definitions of giftedness incorporate multiple factors in varying degrees; and Richert (1982) places them into two broad categories, 1) Internal and 2) External:

1) Internal: this category involves assumptions about innate capacities, whether demonstrated or potential. Among the internal, innate capacities that have been considered necessary, or which have been supported by some research, are exceptional intellectual ability and a wide range of diverse intellectual abilities. There are also capacities that may have both intellectual and non-intellectual components, such as creativity, multiple talents, or aptitudes. Also, there are assumptions about the role of such personality traits as persistence and perserverance in interest areas, risk taking, and independence.

2) External: these occur independently of innate capacities but can effect their development or judgment. These definitions assume that there are external,

environmental, and even historical factors necessary for giftedness to be manifested (p. 64).

Examples of "external" include the role of chance as a variable as in Abraham Tannenbaum's model known as the GANIECH (1982), and the socioeconomic factors which can affect the marketability of talents as pointed out by Getzels and Dillon in 1967 (Whitmore, 1980, pp. 91-93).

Richert continues by describing giftedness in reference to that which is manifested. She states that "if the manifestation of giftedness --- that being some exceptional achievement or contribution to a field --- is examined, these various dimensions can be analyzed in retrospect" (1982, p. 95). The chart (insert Figure 1) suggests a schema of all these factors as dimensions of the phenomenon of giftedness which combine in various ways at different times.

A Broadened Concept

Over the last two decades we have witnessed a broadening of the definition of giftedness. Perhaps we can credit the research of J. W. Getzels and P. W. Jackson in 1962, and, later in the 60s, the research of E. Paul Torrance, for expanding our concept of giftedness.

National Report on Identification, E. Susanne Richert

DIMENSIONS OF GIFTEDNESS

Assumptions about the factors that make giftedness

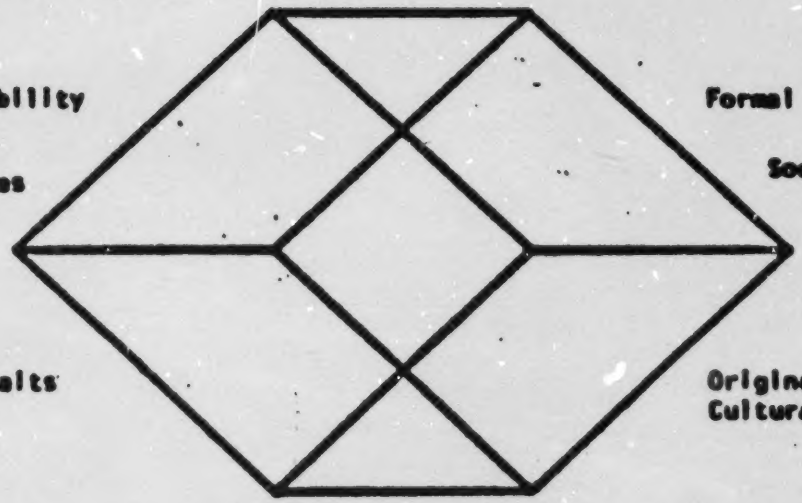

Figure 1

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Getzels and Jackson pointed to the exclusive use of the fact that early inquiries in this field had as their context the classroom and its attendant concern with academic progress. They further elaborated that if we recognize that learning involves the production of novelty as well as the remembrance of course content, then measures of creativity as well as IQ might become appropriate in defining characteristics of giftedness.

In 1968, E, Paul Torrance concluded,

> ....if one uses only an intelligence test and therefore identifies the upper twenty percent as gifted, he would miss seventy percent of those who would be identified as falling in the top twenty percent of tests of creative thinking ability (Gallagher, 1975, p. 16).

In the decade of the 70s, Gowan (Barbe & Renzulli, 1975), speaking in San Diego, declared that IQ giftedness is an outmoded concept. Later that decade, Vernon (1976) concluded that certain children are gifted chiefly in some special area or type of ability rather than being all-rounders with high IQs.

Comprehensiveness emerges as a value due to the American aversion to elitism that restrictive definitions can engender. The 1970s was a period of

significant educational progress for the gifted and talented. It was the decade in which the elements of a national policy were forged, and thus a formal national definition was formed.

A Report to the Congress on the Education of the Gifted and Talented was presented by the U. S. Commission of Education in 1971. This became widely known as the Marland Report due to the leadership of Commissioner Sidney P. Marland. The heart of the report defined gifted and talented:

> ....those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society (Gallagher, 1975, p. 18).

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: 1) general intellectual ability;

2) specific academic aptitude; 3) creative or productive thinking; 4) leadership ability; 5) visual and performing arts; and 6) psychomotor ability.

At the close of the decade, Congress passed major legislation to provide continuing support to the states for special education for gifted and talented children. This acknowledged and reinforced existing programs and administrative interaction between the special education of gifted and talented children and the special education of handicapped children. This became known as the "combined systems" or "exceptional child" administrative approach. It was approved through the Elementary and Secondary Act, Part A, P.L. 95-561. This act further affirmed earlier definitions by saying that

> ....the gifted are children and where applicable, youth, who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential ability that gives evidence of high performance capability in areas such as intellectual, creative, specific academic, or leadership ability, or in the

> performing and visual arts, and who by reason thereof require services or activities not ordinarily provided by the school.... (Sellin & Birch, 1980, p. 62).

This more recent definition is widely respected. Most states use it or one very similar (Karnes and Collins, 1978).

In the National Report on Identification, Richert, Alvino, and McDonnel (1982) suggest that five prevalent kinds of definitions used in the field of gifted education in the U. S. may be distinguished: 1) exceptional intellectual ability; 2) multiple intellectual abilities; 3) creativity; 4) multiple talents; and 5) the federally legislative definition.

Accepting that giftedness may take many forms, the most productive approach seems to be to assume what Richert (1982) terms a pluralistic perspective and accept that each definition has validity in describing a particular manifestation of giftedness.

The distinct advantages of accepting the federal definition for the purpose of this review are outlined and described in the National Report on Identification:

> legitimacy and advocacy - it is part of the law in half the states, and it does not

necessarily conflict with any existing definition in the field; and,

pluralism and comprehensiveness - there is an attempt to include all the diverse talents of human beings in the six categories (Richert, 1982, pp. 133-142).

A descriptive matrix follows so that we might more easily make comparisons (insert Figure 2). It lists six definitions and indicates each definition's characteristics.

The Accepted Concept

The question, "How do we define giftedness?" must be linked functionally or operationally, as well as philosophically and psychologically. Therefore we ask, "How do we define giftedness....and thereby plan for educational extension or development of giftedness?" (Baldwin, 1978, p. 18).

Exceptionality is an assumption shared by all definitions. Thus, by accepting the broader, federal concept of giftedness, the planner can think in terms of educational need on the basis of potential performance, as well as excellence of outstanding ability as manifested in one or a combination of areas; and, as it regards the benefit to the student and to society.

COMPARISONS OF DEFINITIONS OF GIFTED AND TALENTED

NATIONAL REPORT ON IDENTIFICATION, E. Susanne Richert

DISTINGUISHING FEATURES:	MANIFEST-ATION				FACTORS IN DESIGNATION										PRINCIPLES IN IDENTIFICATION AND PROGRAMMING						FEDERAL CATEGORIES INCLUDED					
					INTERNAL					EXTERNAL																
										HISTORICAL																
DEFINITIONS IN USE IN THE U.S.	Product	Performance	Test performance	Traits/behavior	Intellectual Ability	Multi. int. abilities	Creativity	Multi. talents	Personality traits	Ed./training	Socio/economics	Opportunity	Social utility	Orig. contribution	Advocacy, need	Defensibility/ research	Defensibility/ social utility	Equity	Pluralism/ comprehensiveness	Pragmatism	Gen. int. ability	Spec. acad. aptitude	Creativity	Visual/perf. arts	Psychosocial	Psychomotor
1. Exceptional intellectual ability	+	+	+ +		+ +		+						+	+		+	+			+	+	+				
2. Factor analysis of intellectual abilities			+ +		+	+ +										+ +				+	+	+	+			
3. Creative contribution/ Production	+ +	+ +	+	+			+ +		+				+	+ +			+ +		+	+	+	+	+	+	+	+
4. Multiple talents/ aptitudes	+	+ +	+	+ +	+	+	+	+ +	+				+	+			+	+		+	+	+	+	+	+	+	+
5. Federal definition	+	+ +	+ +	+	+	+	+			+ +		+	+ +	+ +	+ +		+	+ +		+	+	+	+	+	+	+	?
6. Pluralistic definition	+	+	+	+	+	+	+	+	+	+ +	+	+	+ +	+ +	+ +	+	+	+ +	+	+	+	+	+	+	+	+	+

Figure 2

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UNDERACHIEVEMENT: SOME DEFINITIONS

One might expect that a definition of underachievement is a simple matter. After all, does not the term directly suggest, as Kornrich (1965) states that a student is functioning less well than he or she could? Certainly we would also need to define "less well" and "could". Is it less well in terms of a standard established by the student, by the student's parents, or by the student's teachers; or by an objective intellectual or aptitude test which predicts a certain level of performance? And, if we decide how "less well" is to be determined, what techniques will be used to measure it?

Thorndike (1963) characterizes this area of research as "somewhat tricky". He expresses hope that as a result of his monograph, there will "appear fewer and better research publications" (p. 6).

Kornrich (1965) calls for the development of a more precise definition; one which describes specific student characteristics, specific tests, and specific test scores; and, from which predictions of achievement can be more precisely postulated.

A Question of Standard

It seems obvious to Robert Thorndike that we can only have underachievement in relation to a standard of expected or predicted achievement. And, so he

suggests that we begin by describing and understanding the standard of expected performance before we attempt to study deviations from it. Though appearing simple, describing a standard of human behavior and performance is indeed complex. Thorndike cautions us that no matter how many related facts about individuals we have available, our prediction can never be exactly correct for every person. In fact, Thorndike concludes that underachievement and overachievement really refer to the imperfectness of our prediction; and, he describes the problem of underachievement as one of discrepancy between predicted and actual achievement.

Most importantly to this reviewer, Thorndike advises educators to be wary of the obsession with intelligence or scholastic aptitude tests as predictors, or as exemplifying exact and absolute truth. Furthermore:

> ....there is no more a priori justification for expecting an exact correspondence of academic achievement with a scholastic aptitude measure than there is to expect a perfect correspondence between height and age....(p. 5)

In only a few of the books published on education before the mid 1950s will one find the word "underachiever". Benjamin Fine (1967) notes that not until there were established systems for the measurement and prediction of ability and achievement --- not until there were standards --- could one say authoritatively that a student was exceeding or falling short of expected performance. After asking the question, "Are the standards themselves realistic?", Fine tells us that "achievement and ability tests are praised on one hand and damned on the other --- but most of all they are given. In 1964, for example, in public school classrooms alone --- not including independent schools, parochial schools, colleges, or universities --- over a hundred million such tests were administered" (p. 62). Furthermore, Fine adds that as early as 1921, an earlier Thorndike, E. L. Thorndike, warned against certain aspects of the Stanford Binet test:

> If the boy (who takes the test) has had ordinary American opportunities, his score will prophesy rather accurately how well he will respond to intellectual demands in cases of 'book learning' at the time and for some

> time thereafter, and very possibly for all his life. It will prophesy rather less accurately how well he will respond in thinking about a machine that he tends, crops that he grows, merchandise that he sells, and other concrete realities that he encounters in the laboratory, shop or office. It may prophesy still less accurately how well he will succeed in thinking about people and their passions, and in responding to these (Fine, 1967, pp. 65-66).

The federal government reacted to the dramatic evidence of Russian space technology in the 1950s, and began to underwrite the cost of school testing programs in search of scientists and mathematicians. Dr. Fine points out that by the beginning of the 1960s, American school children were taking, on a per capita basis, three standardized tests a year. However, he also submits that over the years, the standards against which our children are judged have become more realistic and reliable.

Gifted Underachiever

Writing in 1975, James Gallagher suggests that the term "underachiever" is a relatively new one in educational circles: "It implies that we can make a reasonable prediction of academic performance from measures of cognitive ability; and, with certain youngsters those predictions are not fulfilled --- thus, the underachiever" (p. 96).

The key for Gallagher seems to be the consistent differences from group to group across the country, fitting an explainable pattern among those groups of children observed in school because their achievement is far below what we would predict on the basis of high IQ test results. Therefore, we can deduce that Gallagher believes that the underachiever can be described by observing behavior as well as by the use of measures of cognitive ability.

At a meeting of the National Society for the Study of Education in 1978, Gallagher reported that there have been a variety of devices used to define the gifted underachiever in terms of the gap between potential and performance. Some programs use the gap between achievement test scores and intelligence test scores for defining purposes. Others use the gap between academic grades and intelligence test scores.

Furthermore, Gallagher submits that regardless of the device used, the general portrait of the underachiever seems fairly consistent from study to study. Here he cites observable, maladjusted behavior as further characterizing the gifted underachiever.

Other educational researchers are suggesting that underachievement is not only visible as the result of discrepant scores on tests, but can also become apparent through observation.

Hojnacki (1979) implemented a primary grade program for gifted underachievers in which she included gifted students with behavior problems. Twenty-four students were selected from a group of 82 students in a primary gifted program. Their academic performance did not measure up to their intellectual aptitude, plus they were described as displaying unpleasing attitudes and negative classroom behavior. Hojnacki went beyond tests of IQ and achievement in selecting her target population.

The Oregon State Department of Education (1979) expressed in their booklet on gifted and talented education that

> ....not all children who have initially displayed characteristics of giftedness do well in school. Some of this underachievement can be accounted for by a difference in learning styles. There are some individuals who can take in information and process it very efficiently, but have great difficulty expressing themselves in writing and speaking (p. 7).

In developing an inservice model for school personnel who have an interest in gifted and talented education, Heinemann (1977) defined the gifted underachiever as "....intelligent enough to be in the top third of his/her class but does not work up to his/her capacity in school; performance is mediocre or worse" (p. 22). In addition, Heinemann followed this statement with a list of ten behavioral characteristics which could be observed at home and/or in the classroom (see p. 51 of this review).

A Specific Compilation

Whitmore (1980) describes gifted underachievers as children who evidence superior mental ability but do poorly in school. She details a complilation of criteria from previous literature ("Fliegler, 1957; Shaw, 1961; Fine, 1967"), and her personal ten-year research project at a primary school in California. The gifted underachiever's condition is described in terms of 1) the duration of the problem; 2) how it became known; 3) the scope of the problem; and, 4) the effects of the problems on the individual and others:

1) Underachievement has always been classified or described according to its duration:

a) Temporary/situational - the underachieving behavior has been precipitated by a temporary period of disturbance, such as divorcing parents, ill health, or a consuming new interest, or by a situation such as moving to a new school or experiencing a personality conflict with the teacher.

b) Chronic - the pattern of underachieving behavior has been established for a long period of time and there are no indications that it is being created by a temporary situation.

2) Underachievement defined by how the discrepancy between aptitude and achievement was revealed.

a) Unknown - performance on aptitude and achievement measures are consistently low, hiding the ability of the child who is functionally untestable; or, the student's underachievement is hidden by 'satisfactory' performance and the teachers have no evidence that the student is capable of much higher achievement.

b) High aptitude scores but low grades and achievement test scores. High standard achievement test scores but low grades due to poor daily work, whether or not there are aptitude scores that indicate the student's ability.

3) Underachievement can also be defined in terms of its scope:

a) One specific ability - the student has the potential of achieving very well in a subject like math or art, or in a skill like handwriting or playing sports, but does not achieve particularly well because of a lack of interest or motivation.

b) One broad content area - usually the language-related subjects of reading, spelling, and language arts.

c) General underachievement - the student is performing less well than his assessed aptitude would predict in all academic areas. There is no subject of the curriculum in which the student performs better than average, and he usually is below average.

4) The underachievement can be described in terms of the effects of the underachievement on the individual and others:

a) Mild to moderate - there are no evident negative effects on the underachiever or others in his life.

> His emotional adjustment and social behavior appear normal; the student does not seem discontent or disturbed.
>
> b). Moderate to severe - this has resulted in compensatory or coping behavior that impedes the individual's growth and may be socially destructive for the child (pp. 167-171).

Whitmore expresses particular concern for the student with "hidden giftedness": "a significant population of intellectually gifted students in America's schools who are not recognized for their exceptional potential for academic success or for their superior mental abilities and unique learning styles". They may even be "perceived as average or below average in academic ability" (1982, p. 275).

A National Reflection

In summary, we might look closer at Fine's final chapter in his 1967 book about underachievers, where he discusses "The Climate of Our Times". Agreeably, he was writing more than fifteen years ago, but often it has been suggested that the more things change the more they stay the same. Fine states

> we are, almost all of us, 'underachievers'. It is nearly a certainty that you who read

certainty that you who read these words have let some of your muscles grow flabby, that you have permitted your body to weaken, yet it is likely that at four or five years of age you were untiring and agile, endowed with many physical abilities....So it may also occasionally be with your mind, as it is with mine. Sometime within the past day we have probably both performed mental functions 'adequately' that we surely ought to have been able to do superbly, or we have found reasons for not even attempting a chore that we admittedly should have been able to handle satisfactorily....We are not living in a time or a society that demands 'total performance'. On the contrary almost all of us are specialists, and are not expected to perform to the maximum of our abilities in more than a few limited areas....Our society does not even expect that we will all bring excellence to our limited specialities. The tasks demanded of most workers are carefully fragmented and segmented....In this society, where so few adults use all their faculties and abilities, and where we have learned to

anticipate a certain amount of mediocrity, carelessness, lack of craftsmanship, and apathy --- in this time of underachievement, we nonetheless call upon another group to perform at the peak of its abilities: our children (pp. 234-241).

"The gifted will take all necessary measures to resemble others and to minimize their abilities" (Martinson, 1974, p. 16). We have seen that they know they will not necessarily identify themselves: "no child, including the gifted wants to be singled out as different".

"....we hear the word 'gifted'. It's flattering, it's pleasing, but it alienates us from friends...."

"Being gifted, I have a strong sense of future, because people are always telling me how well I will do when I grow up....my feelings fluctuate from a sense of responsibility for everything to a kind of 'leave me alone, quit pushin'...."

"....though I realized learning was a thrill, I suppressed the yearning or transformed it, in some cases even degraded it in order to be accepted by peers. Consequently, frivolities won over...." (AAGC, 1978, pp. 26-35).

The preceeding quotations illustrate some of the profound feelings shared by students who are described as "gifted". These remarks speak directly to the challenge educators face in finding and encouraging these young people who at best, it seems, are ambivalent about manifesting their gifts and talents.

Major Barriers

Identification is probably the single aspect of gifted program development on which most time is spent. And, yet as a nation we continue to fail to identify our gifted youth. Martinson (1974, pp. 9-11) states:

> ....the recent report on the gifted and talented by the U. S. Office of Education presented some startling figures; it pointed out that....at least three quarters of our gifted and talented children receive no special attention of any kind....More recent figures gathered by the Bureau.... show that only thirteen per cent of an estimated 2,580,000 gifted and talented children are being served.

"It has been persistent bias against gifted identification and prevalent myths about the gifted that have been the major obstacles to effective and equitable identification and programming....The major barriers have not only persisted but they have spread like a plague as efforts to identify and develop the gifted have expanded" (Richert, 1982, p. 5). Richert continues by listing five groups into which these barriers can be categorized:

1) myths or confusion about the definition characteristics and needs;

2) the gap between research and actual practice in the unbiased identification;

3) the social and psychological dynamics of the gifted in our society who are, in effect, a minority group;

4) politcal charges of elitism;

5) short-sighted economic reductions at a time of national crisis or problems related to resources (p. 6).

In 1974, Martinson reported that "the total child population of the States with no service whatsoever is over nine million, with an estimated 484,400 gifted and talented children" (p. 10). She also reports the reasons for neglect most frequently offered "concern about the inadequacy of existing measures; concern about the stability of measured intelligence; concern about costs; competing and more obvious priorities; and fear of establishing an 'elite'" (p. 11).

"The final results of this neglect cannot be documented directly. One can only speculate on what the lives of some gifted persons who are maladjusted, unproductive, and hostile toward society might have

been under more favorable circumstances" (p. 15). "Ultimately, of course, it is our society that is limited by being denied access to the resources the gifted offer" (Richert, 1982, p. 5).

A National Priority

It becomes apparent that identification of gifted students needs to be a national priority. The Marland Commission suggested a broad definition for the purpose of identifying gifted and talented students for federal education programs. Reporting in the 1978 Yearbook of the National Society for the Study of Education, Zettel stated that "the majority of states do not use such a broad definition to identify their potentially gifted and talented children. In fact, there appears to be considerable disagreement among the states not only as to which, but also as to how many, of these particular performance areas should be used as potential pools for the selection of gifted and talented individuals" (p. 65). As noted earlier in this paper, many states agreed with the content and breadth of the federal definition, but as to implementation in terms of identification for broad programming, there appears to be less than widespread acceptance.

Zettel details each of the six areas of the federal definition by reporting the percentage of states identifying students for programs in each of the areas, and in general, what measures are used in the identification process:

1) General Intellectual Ability: 76%; 130 or at least two standard deviations above norm on intelligence tests;

2) Specific Academic Aptitude: 68%; 95th percentile on one of the measures of a standardized aptitude or achievement test;

3) Creative and Productive Thinking: 64%; high performance on a test of creativity or a subjective screening device such as a behavioral checklist;

4) Leadership Ability: 52%; high rating on such screening devices as questionaires, behavioral scales, and attitude inventories;

5) Visual and Performing Arts: 56%; high performance on tests of arts aptitude, and checklists plus subjective judgements of products and/or performance;

6) Psychomotor: 46% of the states, even though many states have de-emphasized or excluded this particular category.

From January to June, 1981 members of the gifted education community throughout the U.S., representing a broad range of professional affiliations and practice, were surveyed for their perceptions and judgements of what are the most frequently and effectively used tests, instruments and techniques in the identification of the gifted and talented in five of the federally defined categories (excluding the area of the psychomotor). Of those responding, approximately 120 different instruments were reported and/or received.

The National Survey was not conducted for the purpose of generating statistics regarding response to the Marland Commission's recommendations that each state begin to identify gifted and talented children. It was conducted as a ten-year followup to the Marland Commission Report so that clear recommendations to educators for the best existing, defensible and equitable procedures for identification could be offered. As a result, it became clear that the state of the art of identification of gifted could be characterized as confusing and misleading. The "analysis of the relation of practices to the categories of the federal definition reveals a manifest lack of direction, uniformity, and appropriateness" (Richert, 1982, p. 31).

On the one hand there are those who shrink from the challenge all together, and on the other, there are those who move forward energetically, yet become caught in the gap between research and application.

Consequently, it appears that children who are gifted are being left to fend for themselves in all too many cases. With poor or little response from the community, what uses can our society expect these children to make of their innate and special abilities.

IDENTIFICATION OF THE GIFTED UNDERACHIEVER

Indeed, if we are neglecting to find and nurture those who manifest gifted potential, what then of the young people who have been described as gifted underachievers. Ultimately, these are the true victims in an educational dilemma, being wedged in the gap between research and practice. Furthermore, the National Report on Identification indicates that "many districts are using procedures, tests or instruments that regularly screen out culturally different, disadvantaged, underachieving, handicapped, exceptionally creative or extraordinarily intellectually gifted students who are, ironically, those most in need of special provisions among the gifted and talented" (Richert, 1982, p. 14).

A Systematic Approach: Effective Instruments

We are faced with a massive problem (Fine, 1967). One which requires an energetic, systematic approach to solve it; to narrow the gap by applying that which educational research has found best serves this unique and critically needy population.

Much has been written to provide school districts with guides to systematic approaches to the process of general identification of gifted and talented students. Only recently has there been a thorough and complete response to what we have seen

is a profound need for guidance in the area of actual measures to be used in the process. That response has been in the form of a document published as a result of a federal contract, entitled the National Report on Identification: Assessment and Recommendations for Comprehensive Identification of Gifted and Talented Youth. In this work, we are given a compilation of current and effective practices as well as detailed, confirming information about the use of the instruments suggested.

Sixty-five recommended instruments are listed in the final chapter. They are 1) charted (insert Appendix A) as to the category of giftedness, and the population, age, and stage of identification for which each is appropriate; 2) grouped and described in each category of gifted; and 3) individually elaborated upon including consultants' qualifications for use, publisher, cost, administration, and assessment.

Of particular interest for this paper is the specific attention the National Report has given to locating the underachieving gifted youth. The report describes the underachiever as included in the group classified as "disadvantaged". Additionally, it is emphasized that "students whose distinctive

intellectual giftedness is predominantly creative divergent thinking may also be academically underachieving and, hence in need of special services" (p. 310).

The "Alphabetical Listing of Instruments and Recommendations for Use" is immediately applicable since the column "Disadvantaged" focuses on twenty measures to which the disadvantaged or underachieving has responded. In the section of this paper, subtitled "Recommendations", five measures are analyzed for their specific utilization and effectiveness (see p. 46).

A Systematic Approach: Behavioral Indicators

It is clear that other information is necessary to complement that which is provided by objective tests, especially when we are trying to locate those students whose exceptionality is not revealed by traditional measures. These disadvantaged or underachieving students require means other than and in addition to IQ or achievement tests to be identified.

Earlier we have seen that underachievement is often manifested in observable behavior, and thus can and should be used as part of the identification process. Additionally, it seems that many writers encourage us to identify as early as possible

(Gallagher, 1975; Shaw & McCuen, 1960; Martinson, 1974; Richert, 1982; Goldberg, 1965; Meeker, 1979; Malone & Moonan, 1975; Jackson, Cleveland & Merenda, 1975). Though not particularly attendant to giftedness, Bloom (Whitmore, 1980) produced an exhaustive review of longitudinal studies stressing the importance of the early years of life. A study entitled the "Onset of Academic Underachievement in Bright Children" conducted by Shaw and McCuen (1960) produced an appeal: "the most obvious implications of the study is the need for the early identification of underachievers....the work that is being done tends to be going on at the high school level" (Kornrich, 1965, p. 495).

Accordingly, we must be keenly aware of behaviors in young children which are indicative of giftedness, and present or future underachievement. "Psychologists found primary grade teachers considerably more knowledgeable about individual students than teachers in higher grades" but, they had difficulty identifying pupils for referral when the principle criterion for selection was advanced academic achievement in one or all areas of education. "Often, they would overlook gifted children because they were 'just good students' but not working a year or two above grade level expectations" (Whitmore, 1979, pp. 5-6).

One Recent Study

Whitmore's (1980) extensive study of primary grade children known as the Cupertino Project, has provided us with the most recent and insightful documentation of young underachieving gifted children. The study was initiated in order to better understand the phenomonon of gifted underachievement, but more importantly, it intended to "identify how teachers of gifted children can prevent or reverse patterns of underachievment in the elementary grades" (p. 78). It was first conducted for a period of three years with twenty seven children ages five-nine. Due to its success, the special class continued and was expanded to reach out to older students, adding data to the Project over a period of more than ten years.

Hypothetical scenarios are presented by Whitmore in such a way that educators can easily visualize students encountered in classroom experiences. Especially illuminating are the remarks from teachers and parents regarding actions they have begun to recognize as behavior patterns.

A traditional approach to identification was used to initiate this study. Nomination for individual testing with the Stanford Binet occurred as a result of high performance during general

screening of all new students entering Kindergarten or first grade. Those screening devices included an assessment of readiness or achievement, instruments to estimate aptitude for learning, plus teacher nominations. Once a child was classified as mentally gifted (a score of 130+ on the Binet), an appropriate program was planned.

Reports were secured from the parents and teachers to help in planning an appropriate placement for the now classified "gifted" child. As a result, "information from the reports of those children placed in the special program for underachieving gifted can be synthesized into scenarios describing children representing three distinct behavioral syndromes: 1) the aggressive, 2) the withdrawn, and 3) the erratic, less predictable child who vacillates between aggression and withdrawal" (Whitmore, 1982, p. 79).

Furthermore, Whitmore alerts us to causalities related to the children described as "erratic":

> they most often were mildly impaired by perceptual-motor disabilities, by 'mild cerebral dysfunction' that resulted in a lack of integration of the brain processes required for reading and writing, by some

> mild neurological impairment, or by a chronic health problem. The most common handicapping conditions were learning disabilities or their uneven [emphasis added] performances which gave the teachers occasional glimpses of their mental abilities.... (p. 85)

It is evident that Whitmore's major goal is to improve classroom conditions (i.e., social climate and academic curriculum) in order to prevent the development of the impairing behavior patterns and self perceptions which are symptomatic of chronic underachievement in gifted children.

Most important for this reviewer, knowledge of the most common characteristics of gifted underachievement provides us with an opportunity to identify these students, and develop those conditions which elicit optimum manifestation of potential from all students. In the section of this paper subtitled "Recommendations", Whitmore's list of the most common behavioral characteristics of gifted underachievers can be found. She further suggests an appropriate checklist for teachers (insert Appendix B) to use at any grade level after a period of two weeks to a month of daily substantial contact. This is also described in "Recommendations".

Other Resources

Other writers have suggested similar summaries of behavioral characteristics from which checklists could be developed. Underachievement, edited by M. Kornrich contains three chapters which could be used by one interested in developing an identification tool: Chapter 9 by Frankel, pp. 97-99, Chapter 27 written by Todd, Terrell, and Frank, pp. 410-413, and Chapter 46 by Karnes, McCoy, Zehrbach, Wollerstein, and Clarizio, pages 596-608. In Teaching the Gifted Child, by Gallagher, see especially the section page 349 entitled "Classroom Behavior", for Gallagher's characteristic's list, and pages 202-206 of Curriculum Development for the Gifted by C. June Maker; and in Fine's Underachiever, How Can They Be Helped, he has a discussion of characteristics on pages 152-168.

The EIC-South booklet, Gifted Affective Strategies (1982), defines as "Characteristics of the Gifted That Tend to Screen Them Out of Programs" as those for which educators need to develop keen awareness (insert Figure 3). Richert, who developed this list adds that these characteristics are also indicators of positive traits of "creativity, motivation, and critical thinking" ability. Richert

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CHARACTERISTICS OF THE GIFTED -
That Tend to Screen Them Out of Programs

E. Susanne Richert, EIC-South

BEHAVIORS	ASSOCIATED WITH:
Bored with routine tasks, refuses to do rote homework Not interested in details; hands in messy work Makes jokes or puns at inappropriate times	CREATIVITY . high tolerance of ambiguity . independent, divergent thinking . risk taking . imaginative, sensitive
Refuses to accept authority; nonconforming, stubborn Difficult to get her to move onto another topic	MOTIVATION . persistence in interest areas . intensity of feelings and values . independence
Emotionally sensitive - may over react, gets angry easily or ready to cry if things go wrong	
Tends to dominate others Often disagrees vocally with others, with the teacher about ideas or values	CRITICAL THINKING . sees discrepancies between real/ideal truth/expression . sets high standards . capable of analysis and evaluation
Is self-critical, impatient with failures Is critical about others, of the teachers	

Figure 3

Gifted-Underachiever

senses positive possibilities in these behaviors usually perceived as negative and we could utilize them in our identification procedures in located gifted underachievers.

Recommendations

As a result of this review of reseach literature, several recommendations are proposed regarding the identification of the gifted under-achiever: 1) attempt to prevent underachievement by identifying very early in the child's school career, perhaps as a preliminary screening at Kindergarten or Grade One level: 2) search for the most appropriate and well designed tools for identifying each facet of giftedness developed. 3) use multiple measurement tools including well designed behavioral checklists for parents and teachers; 4) include a well designed individually administered IQ assessment tool at the final assessment stage (i.e. WISC-R, Stanford Binet) 5) consider what areas of giftedness will be included in special programming; 6) be open to adding new program areas to the gifted curriculum, if, as a result of the identification procedure, students are discovered to be in need of additional special consideration; and 7) attempt to increase the

breadth of programming over subsequent years until all areas of giftedness are being addressed.

As indicated earlier in this paper, five tests are described here as to their ability to locate the underachiever. Also useful behavioral checklists are suggested.

Listed in the column headed "Disadvantaged" on the "Alphabetical Listing of Instruments and Recommendations for Use" (insert Appendix A), published in the National Report on Identification (Richert, Alvino & McDonnell, 1980) are twenty measurement tools. Five of them are chosen to be described here: 1) CIRCUS, 2) the Columbia Mental Maturity Scale, 3) the Goodenough-Harris Drawing Test, 4) the SOI Gifted Screening Form, and 5) the SOI Learning Abilities Test. These particular measures have been chosen because they each could be used 1) with a heterogeneous group of children ("Advantaged" and "Disadvantaged"), 2) at an early age, 3) at the nomination stage of identification (so that the disadvantaged has an opportunity to be in the initial talent pool), and 4) the three most widely planned for categories of giftedness are stressed.

CIRCUS is an early education assessment program providing four levels of measures and for which no special training is needed to administer. It provides assessment of young children in areas not ordinarily measured (such as problem solving) and can be used during the nomination and assessment stages of identification.

The Columbia Mental Maturity Scale (CMMS) is a non-verbal measure of general reasoning ability in young children. It is short, easily administered and scored with no special training required. It is suggested for use during the nomination stage of identification.

The Goodenough-Harris Drawing Test is a quick, non-verbal test of mental maturity which can be administered without special training to a group. Its last updating was 1963, so it is considered a bit risky.

The SOI (Structure of the Intellect) Learning Abilities Test provides a profile of twenty six student abilities and requires no special training to administer. It is especially good at measuring specific academic abilities, and creativity. The SOI Gifted Screening Form is a shortened form of the

SOI-LA Test. Both can be used starting in Grade Two, and at the nominating and assessment stages of identification.

The gifted program planning committee could specify one or two of these measures for all young children in the nomination stage, along with subjective measures such as teacher and parent nomination checklists. Those children who manifest potential at this point would be part of a talent pool, and be moved into the assessment stage of identification.

Depending on which categories of giftedness the educational institution plans to address, the assessment would then typically be with traditional instruments for "advantaged" students and should include a well designed test of IQ such as the Stanford Binet. It is at this point that other instruments such as those listed in both the "Disadvantaged", and the "Assessment Stage" columns would be considered.

Behavioral checklists from parents and teachers specific to underachievement would be most helpful at this point in locating those children we describe as gifted underachievers. Whitmore (1982) lists those characteristics she found to be most indicative of the gifted underachiever.

"School work has been rather consistently incomplete. Vast gap between qualitative level of oral and written work.

Test phobic, poor test results.

Profound interest in a single area in which she is "expert".

School phobia or complete disinterest in attendance and participation.

Very low self-esteem and unhealthy self-concept producing: difficulties coping emotionally, lack of self-confidence, inferiority feelings.

Sincere belief that no one likes her (projection of self-hate).

A very autonomous spirit, quite focused on self and resistant to influence.

Inability to function constructively in a group of any size.

Wide range of interests, mostly in the sciences and arts.

Tendencies to continually set goals and standards too high; e.g., unrealistic standards of complexity or aspirations for realism in art.

No apparent satisfaction from repeated demonstration of acquired skills - e.g., math facts and cursive writing - tasks that do not require higher levels of thinking or creativity.

Not motivated by the usual devices - e.g., teacher enthusiasm, group interests, a 'stimulating environment', and often not by praise or points awarded for 'good behavior' (p. 33)."

In Heinemann's (1977) Module 6 which attempts to identify and implement programming for underachievers, she suggests the following as descriptive characteristics:

> Belligerent towards classmates and others
> Extremely defensive (given to rationalizing, alibiing, excusing failures, lying)
> Fearful of failure and of attempting new tasks
> Resentful of criticism, yet, likely to be highly critical of others
> Prone to habitual procrastination, dawdling, day dreaming, sulking, brooding, frequently absent
> Inattentive - wriggling, doodling, whispering
> Suspicious, distrustful of overtures of affection
> Rebellious; negative about own abilities
> (p. 16)

These could also be considered as contributing to the development of a parent or teacher checklist.

An appropriate checklist (insert Appendix B) has been developed by Joanne Whitmore for teachers to use at any grade level after a period of two weeks to a month of daily, substantial contact. Seven items are asterisked on the checklist. The designated items could be considered true bench marks for any classroom observer and become part of the initial screening procedure:

1) *poor test performance:
2) *achieving at or below grade-level expectations in one or all of the basic skill areas: reading, language arts, mathematics;
3) *daily work frequently incomplete or poorly done;
4) *superior comprehension and retention of concepts when interested;
5) *vast gap between qualitative level of oral and written work;
6) *has a wide range of interest and possibly special 'expertise' in an area of investigation and research; and,
7) *evidences low self-esteem in tendencies to withdraw or be aggressive in the classroom (p. 237).

CONCLUSION

In education, "the purpose of identification is to find unrealized as well as demonstrated potential in order to meet student needs by selecting them for appropriate program options" (Richert, 1980, p. 73). It is essential to clarify in each process the definition of giftedness being used, decide which abilities are sought and then proceed to the selection of appropriate means of measurement. It is not enough to identify the gifted, or the underachiever. It is imperative that each child is being selected for programs designed to meet his/her needs. "The true value of identification is to understand and nurture abilities" (Martinson, 1974, p. 6).

The example of the Cupertino Project should encourage further exploration into ways to identify gifted underachievers early, and to provide appropriate educational environments which will prevent the emergence of patterns of underachievement.

Richert (1980) urges researchers to look at the implications for the future. There is a need for "additional instrument validation on measures which have been developed, are in use, and which appear to offer promise for expanding the total repertoire of formalized identification methods". Others need

"greater validation; and new instruments and methods need to be developed for identification of gifted students in special populations" such as those low-achievers in traditional school settings (pp. 77-78).

Scattered throughout the literature is a reluctance to rely on teachers to nominate children to gifted programs. However, it seems to this writer that we have very little choice but to include teachers in the nomination process. Therefore, it seems imperative that we conduct many gifted-awareness sessions for teachers before an Identification Model is launched. Obviously, this would be especially important for the gifted underachievers in light of their often negative behaviors.

Furthermore, inasmuch as observation of students by trained teachers is recognized as a valid aspect of identification, research is needed to determine both the factors which are most significant for teacher observation, as well as staff development techniques which introduce or enhance rigorous observation skills as part of the teacher's continuing assessment and diagnostic functions.

Very recently there has been renewed interest in the learning theories which propose that each hemisphere of the brain has particular functions which influence how we learn; and, that preferences for a particular set of mind qualities constitutes a learning style. The theorists also suggest that we are able to observe associated behaviors and test for preferences. Furthermore, some theorists have begun to demonstrate that particular learning styles are better taught in a particular environment by teachers with certain types of teaching styles. This theoretical work bodes well for all of education, and particularly for those exceptionally bright students who have difficulty with traditional educational approaches.

"There is no single reason why children do poorly in school. The learning process in complex, involving the organized use of a tremendous number of functions, although conflicted emotional attitudes are most frequently responsible for a breakdown in this process. The efficiency with which a person learns is not only based on intelligence, but on the entire life process. Therefore it is perhaps not unreasonable that the corrective procedure be time consuming and complex" (Bricklin, 1967, p. 173).

And, perhaps by patiently searching for the sake of the children, we may all unfold more whole in response to our experience.

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APPENDIX A

- ALPHABETICAL LISTING OF INSTRUMENTS AND RECOMMENDATIONS FOR USE

INSTRUMENT	CATEGORY							POPULATION				AGE			ID STAGE		
	General Intellectual	Specific Academic	Creativity	Leadership	Visual and Performing Arts	Advantaged	Disadvantaged	Early Childhood	Grades 4-8	High School to Adult	K-12	Nomination	Assessment	Evaluation
A.S.S.E.T.S.	+	+	+		+	+		+	+			+	+	
Barron-Welsh Art Scale					+	+		+	+	+	+			
Biographical Inventory - Form U		+	+	+	+	+			+	+			+	
California Achievement Tests		+				+					+	+	+	
California Psychological Inventory						+			+	+			+	
Cartoon Conservation Scales	+						+	+	+			+	+	
Lattell Culture Fair Intelligence Series	+						+	+	+			+		
CIRCUS	+	+				+	+	+				+	+	
Cognitive Abilities Test	+					+		+	+	+		+	+	
Colombia Mental Maturity Scale	+					+	+	+	+			+		
Comprehensive Tests of Basic Skills		+				+					+	+	+	
Cornell Critical Thinking Tests						+				+			+	+
Creativity Assessment Packet			+			+		+	+	+			+	
Creativity Tests for Children			+			+			+	+			+	
Design Judgement Test					+	+			+	+		+		
Differential Aptitude Tests	+	+				+			+	+			+	+
Early School Personality Questionnaire						+	+		+				+	

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ALPHABETICAL LISTING OF INSTRUMENTS
AND RECOMMENDATIONS FOR USE

INSTRUMENT	CATEGORY: General Intellectual	CATEGORY: Specific Academic Aptitude	CATEGORY: Creativity	CATEGORY: Leadership	CATEGORY: Visual and Performing Arts	POPULATION: Advantaged	POPULATION: Disadvantaged	AGE: Early Childhood	AGE: Grades 4-8	AGE: High School to Adult	AGE: K-12	ID STAGE: Nomination	ID STAGE: Assessment	ID STAGE: Evaluation
Gifted and Talented Screening Form	+	+	+	+	+	+		+	+	+		+		
Goodenough-Harris Drawing Test	+					+	+	+	+	+		+		
Group Inventory for Finding Creative Talent (G.I.F.T.)			+			+		+	+			+	+	
Group Inventory for Finding Interests (G.I.F.F.I.)			+			+				+		+	+	
Guilford-Holley L Inventory						+				+			+	
Guilford-Zimmerman Aptitude Survey	+					+				+			+	
Lennon-Nelson Tests of Mental Ability	+	+				+					+	+	+	
High School Personality Questionnaire						+			+	+			+	
Horn Art Aptitude Inventory					+	+	+			+		+		
Iowa Tests of Basic Skills		+				+		+	+	+		+	+	
Khatena-Torrance Creative Perception Inventory			+			+			+	+		+	+	
Lorge-Thorndike Intelligence Tests	+					+		+	+	+		+		
Maier Art Judgement Tests					+	+			+	+		+		
Metropolitan Achievement Tests		+				+						+	+	
Multi-Dimensional Screening Device	+	+	+	+	+	+						+		
Musical Aptitude Profile					+	+	+		+	+	+	+	+	
Otis-Lennon Mental Ability Test	+					+					+	+		

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- ALPHABETICAL LISTING OF INSTRUMENTS AND RECOMMENDATIONS FOR USE

INSTRUMENT	CATEGORY							POPULATION			AGE			ID STAGE		
	General Intellectual	Specific Academic	Creativity	Leadership	Visual and Performing Arts	Advantaged	Disadvantaged	Early Childhood	Grades 4-8	High School to Adult	K-12	Nomination	Assessment	Evaluation
Peabody Individual Achievement Test		+				+					+		+	
Pennsylvania Assessment of Creative Tendency			+			+			+	+			+	
Piers-Harris Children's Self-Concept Scale						+			+	+			+	
Preschool Talent Checklists	+	+	+	+	+	+	+	+				+		
Primary Measure of Music Audiation					+	+	+	+				+		
Progressive Matrices - Advanced	+						+			+		+		
Progressive Matrices - Standard	+						+					+		
Remote Associates Test						+			+			+	+	
Ross Test of Higher Cognitive Processes	+					+			+				+	+
Scales for Rating Behavioral Characteristics of Superior Students	+		+	+	+	+	+				+		+	
Seashore Measure of Musical Talents					+	+	+		+	+			+	
The Self-Concept and Motivation Inventory (SCAMIN)						+	+	+	+	+			+	
Sequential Tests of Educational Progress (STEP)		+				+		+	+	+			+	+
Short Form Test of Academic Aptitude	+	+				+		+	+	+		+		
Slosson Intelligence Test	+					+		+	+	+		+		
SOI Gifted Screening Form		+	+			+	+	+	+	+		+	+	
SOI Learning Abilities Test		+	+			+	+	+	+	+		+	+	

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ALPHABETICAL LISTING OF INSTRUMENTS AND RECOMMENDATIONS FOR USE

INSTRUMENT	CATEGORY: General Intellectual	CATEGORY: Specific Academic Aptitude	CATEGORY: Creativity	CATEGORY: Leadership	CATEGORY: Visual and Performing Arts	POPULATION: Advantaged	POPULATION: Disadvantaged	AGE: Early Childhood	AGE: Grades 4-8	AGE: High School to Adult	AGE: K-12	ID STAGE: Nomination	ID STAGE: Assessment	ID STAGE: Evaluation
SRA Achievement Series		+				+					+	+	+	
Stallings' Envirormentally Based Screen	+						+	+				+		
Stanford Achievement Test		+				+		+	+	+		+	+	
Stanford-Binet Intelligence Scale	+					+		+	+	+			+	
System of Multicultural Pluralistic Assessment (SOMPA)	+						+	+					+	
Tennessee Self-Concept Scale						+			+	+			+	
Test of Creative Potential			+			+		+	+				+	+
Tests of Achievement and Proficiency		+				+						+	+	
Thinking Creatively with Sounds and Words			+			+		+	+	+			+	
Torrance Tests of Creative Thinking			+			+	Present				+	+	+	
Vane Kindergarten Test	+	+				+						+	+	
Watson-Glaser Critical Thinking Appraisal	+					+			+	+			+	+
Wechsler Intelligence Scale for Children Revised (WISC-R)	+					+		+	+	+			+	
Wechsler Preschool and Primary Scale of Intelligence	+					+		+					+	

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APPENDIX B

A Checklist to Identify Gifted Underachievers

Observe and interact with the child over a period of at least two weeks to determine if he or she possesses the following characteristics. If the student exhibits ten or more of the listed traits, including all that are asterisked, individual intelligence testing (Binet or WISC) is recommended to establish whether he or she is a gifted underachiever.

____*poor test performance
____*achieving at or below grade-level expectations in one or all of the basic skill areas: reading, language arts, mathematics
____*daily work frequently incomplete or poorly done
____*superior comprehension and retention of concepts when interested
____*vast gap between qualitative level of oral and written work
____exceptionally large repertoire of factual knowledge
____vitality of imagination, creative
____persistent dissatisfaction with work accomplished, even in art
____seems to avoid trying new activities to prevent imperfect performance; evidences perfectionism, self-criticism
____shows initiative in pursuing self-selected projects at home
____*has a wide range of interests and possibly special "expertise" in an area of investigation and research
____*evidences low self-esteem in tendencies to withdraw or be aggressive in the classroom
____does not function comfortably or constructively in a group of any size
____shows acute sensitivity and perceptions related to self, others, and life in general
____tends to set unrealistic self-expectations, goals too high or too low
____dislikes practice work or drill for memorization and mastery
____easily distractible, unable to focus attention and concentrate efforts on tasks
____has an indifferent or negative attitude toward school
____resists teacher efforts to motivate or discipline behavior in class
____has difficulty in peer relationships; maintains few friendships

(Developed by J. Whitmore, 1982)